

Student Name _____

Teacher Name _____

School _____

System _____

ELSA ENGLISH II



Item Sampler

Tennessee End of Course Assessment
English Linguistically Simplified Assessment
English II Form 2

The Pearson logo consists of the word "PEARSON" in a bold, white, sans-serif font, centered within a solid black rectangular background.

PEARSON

Developed and published under contract with State of Tennessee Department of Education by the Educational Measurement group of Pearson, a business of NCS Pearson, Inc., 2510 North Dodge Street, Iowa City, Iowa 52245. Copyright © 2012 by State of Tennessee Department of Education. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of State of Tennessee Department of Education.

Contents

Introduction to ELSA English II.....	4
TCAP English Linguistically Simplified Assessment (ELSA).....	4
ELSA test questions.....	4
Test accommodations	4
Content of End of Course tests	4
Test development.....	4
Test administration	5
Tips for Taking the Test.....	6
Preparing for the test.....	6
Before the test	6
During the test	6
Directions for Using the Item Sampler	7
ELSA English II Item Sampler	50
Answer Key with Reporting Category and Performance Indicator	57

Introduction to ELSA English II

TCAP English Linguistically Simplified Assessment (ELSA)

The End of Course English Linguistically Simplified Assessment (ELSA) is the End of course Assessment in “simplified” English. It is a multiple-choice test designed to measure student achievement in certain skills in two content areas: Algebra I and English II. The questions in this Item Sampler are examples of items used in the actual test.

ELSA test questions

Questions are written to test student performance in state content standards. The State Content Standards and Performance Indicators were developed by the Tennessee Department of Education. These Standards and Performance Indicators are listed on the State Department of Education Web site at <http://www.state.tn.us/education/curriculum.shtml>.

Test accommodations

The End of Course English Linguistically Simplified Assessment ELSA may be administered using various procedures that are used during the student’s daily educational program. Certain conditions must be met for students to be eligible for Special and English Learner (EL) accommodations.

Content of End of Course tests

The testing program titled the *Tennessee End of Course Assessment* was established to meet the Tennessee mandate for end of course assessments in Tennessee secondary schools. These tests measure the Tennessee State Performance Indicators. Subject areas covered by the end of course assessments include Mathematics, Language Arts, History, and Science.

Test development

For the *Tennessee End of Course Assessment*, a staff of writers – composed both of teachers and professional test developers experienced in each of the content areas – researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including certain items and test directions in operational tests.

Test administration

Tennessee End of Course Assessments are given to students as they near the end of courses that are included in the program. Students who are Limited English Proficient (LEP) will be tested using the ELSA test form. Tests may be given midyear for block schedules or at the end of the school year.

You will have ample time to read and answer each of the questions. The ELSA English II test has been designed to be administered in one session and is not timed.

Tips for Taking the Test

Preparing for the test

- Review this Tennessee End of Course Item Sampler for English II ELSA carefully and thoroughly.
- Acquire the ELSA Tennessee End of Course Practice Test for English II ELSA, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. First answer all questions that you are sure about.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for ELSA English II provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given end of course test administration. Performance Indicators have been grouped by Reporting Categories. These Reporting Categories will be used to report information regarding performance on the end of course test to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the end of course tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the ELSA End of Course Assessment Practice Test for English II should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key is located in Page 50. Use it to check your answers. Review items that you get wrong.

Read the memoir and answer questions 1 through 7.

Learning to Center

- 1 Let me first say that I am not always the most focused guy in the universe, or, for that matter, at Jefferson High School. In addition to all the usual required (but interesting/edifying/enriching/I'll-be-glad-I-studied-that-someday) course work, I'm involved in concert choir, jazz band, football, baseball, science club, art club, and book club. I also volunteer at the community center. Oh, and I take care of my dog, named Dog. *Carpe diem*, I always say. And I never met a day I didn't seize! So, when I heard about a pottery class down at the city art center, I jumped at the chance to sign up. My mom reminded me (in a moment of complete *déjà vu*) that I didn't really need more activities. I promised her I would keep up my grades, do all my chores as always, and walk Dog even more. She gave her approval, so I signed up for Pottery for Beginners.
- 2 The class met Mondays at 4:30 p.m. and was taught by Miss Freemont in a room full of a dozen "pottery wheels." A pottery wheel is simply a smooth, flat plate on a pedestal that spins around when you flip an electric switch. In addition to me, ten people had signed up for the class. The first thing I learned is that Miss Freemont is an amazing potter. The second thing I learned is that I'm not—but I'm getting ahead of myself.
- 3 The class began promisingly enough. Miss Freemont taught us how to "knead" the clay to work out any air bubbles that might explode in the kiln when our pots were fired. Until that moment, I had thought of pottery-making as a peaceful, harmless activity. I had not expected the concept of exploding anything to figure in it at all. Anyway, I learned how to take handfuls of gray, heavy, moist clay and repeatedly whack them on the countertop to "de-bubble" them.
- 4 Next, Miss Freemont assigned each student to a pottery wheel. We all sat before our respective wheels and flipped our respective switches. Like magic, our wheels began to turn. Next, Miss Freemont instructed us to concentrate on the dead center of the spinning wheel and to "throw" our clay onto it hard enough that the clay would adhere and not go flying off. I watched the others centering their clay, and it looked pretty easy. Then I tried it. I held my ball of clay over the spinning pottery wheel, counted to three, and then flung it at the spinning disc. The next thing I knew, my hunk of clay was airborne, flying like a little gray cannonball and landing on the table next to me. Miss Freemont was not amused. I turned several shades of red as I retrieved my clay and tried again.
- 5 "You have to calm yourself," Miss Freemont said, looking patiently over my shoulder. "The first move is the most crucial. If the clay isn't perfectly centered, anything you create will be asymmetrical." She told me to put all distractions out of my mind and to try again. "Nothing exists but you, the clay, and the wheel." I tried again, first clearing my mind and calming my thoughts, and, score! I hit the center of the wheel, and the ball of clay spun symmetrically, a slimy gray blur.
- 6 In the ensuing weeks, I learned a great deal about working with clay and made some awesome pieces, including a nice ceramic pitcher for my mom. The biggest lesson I learned, though, was the lesson of "centering," of focusing on nothing but the "now" and eliminating unnecessary distractions. As a result, I ended up clearing my schedule—quitting unnecessary clubs and activities—so I could have more time with my family, friends, and myself.

Reporting Category: Language Numbers 1 through 2

Performance Indicator: 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

1. In which paragraph does the verb tense shift to indicate a flashback in the story?

- ☐ A Paragraph 1
- ☐ B Paragraph 3
- ☐ C Paragraph 4
- ☐ D Paragraph 6

Performance Indicator: 3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*).

2. Which phrase best captures the meaning of *carpe diem* in Paragraph 1?

- ☐ A wait until tomorrow
- ☐ B capture the moment
- ☐ C enjoy simple pleasures
- ☐ D consider the consequences

Reporting Category: Literature

Numbers 3 through 3

Performance Indicator: 3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).

3. **The title foreshadows how the memoir will end. The narrator also provides a clue to the ending when he**

- ☐ A tells the reader about his many activities.
- ☐ B promises his mother he will keep up his grades.
- ☐ C learns the clay can explode from bubbles.
- ☐ D succeeds at centering his clay on the wheel.

Reporting Category: Writing and Research

Numbers 4 through 4

Performance Indicator: 3002.3.10 Identify a statement that reveals the writer's attitude.

4. **Which sentence from the memoir best shows how the narrator feels about learning a new skill?**

- ☐ A I promised her I would keep up my grades, do all my chores as always, and walk Dog even more.
- ☐ B Until that moment, I had thought of pottery-making as a peaceful, harmless activity.
- ☐ C I had not expected the concept of exploding anything to figure in it at all.
- ☐ D I tried again, first clearing my mind and calming my thoughts, and, score!

Reporting Category: Literature

Numbers 5 through 7

Performance Indicator: 3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

5. **The narrator's character in this passage is revealed mainly through his**

- ☐ A actions toward others.
- ☐ B description of himself.
- ☐ C mother's comments to him.
- ☐ D teacher's opinion of him.

Performance Indicator: 3002.8.2 Differentiate among verbal, situational, and dramatic irony.

6. **Which statement about the narrator illustrates situational irony?**

- ☐ A He begged his mother to let him take a pottery class, and in return he promised to be diligent in doing his chores and keeping his grades up.
- ☐ B He expected that adding pottery class to his busy schedule would be exciting, but he learned from the experience to reduce his commitments.
- ☐ C He calmed himself as Miss Freemont suggested, and he "centered" his ball of clay on the potter's wheel.
- ☐ D He started by saying that Miss Freemont was a great potter, but he ended up making some nice pieces of pottery.

Performance Indicator: 3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).

7.

How would the memoir be different if the author had written a news article about pottery class?

- ☐ **A** A news article would describe the characters in detail.
- ☐ **B** A news article would present the facts of the experience.
- ☐ **C** A news article would elaborate on the lesson the narrator learned.
- ☐ **D** A news article would focus on the reactions of class members to the narrator.

Reporting Category: Communication and Media

Numbers 8 through 8

Performance Indicator: 3002.7.2 Select the type of conflict represented in a non-print medium.

8.

Look at this photo.



What type of conflict does this photo represent?

- ☐ A person vs. self
- ☐ B person vs. person
- ☐ C person vs. society
- ☐ D person vs. environment

Reporting Category: Language

Numbers 9 through 11

Performance Indicator: 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

9.

Read the locker room sign.

Be sure to use a combination lock, items left in unsecured lockers are not the responsibility of the management.

Which revision of the underlined words correctly avoids a comma splice?

- ☐ A lock items
- ☐ B lock: items
- ☐ C lock; items
- ☐ D lock. And

Performance Indicator: 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

10.

Read this sentence.

The standing ovation from the audience after the first act proved that _____ enjoying the show.

Which words best complete the sentence?

- ☐ **A** it was
- ☐ **B** it were
- ☐ **C** they was
- ☐ **D** they were

Performance Indicator: 3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*).

11.

Read these sentences.

"*C'est la vie*," the woman sighed. "I guess I must accept the fact that I will never be married."

What does the foreign phrase in the first sentence mean?

- ☐ **A** such is life
- ☐ **B** it is encouraging
- ☐ **C** what a comfort
- ☐ **D** at the end

Reporting Category: Writing and Research

Numbers 12 through 12

Performance Indicator: 3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.

12.

Proofread this paragraph.

(1) As a freshman at the largest university in the state, Eugene was flattered to be asked to join the campus radio station. (2) He began covering sports and soon became the more popular of all the radio personalities. (3) He was often allowed to travel on the buses with the teams, where he had the best interviews with the coaches. (4) Fans claimed he had a smoother voice than most professionals.

Which sentence contains an error in adverb usage?

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☐ C Sentence 3
- ☐ D Sentence 4

Reporting Category: Communication and Media

Numbers 13 through 13

Performance Indicator: 3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).

13.

You are assigned a group project that requires a detailed research paper. Two members of your group are working diligently, while the third seems confused and overwhelmed.

Which strategy will best help the struggling member and encourage his involvement with the project?

- ☐ A Create a timeline that divides the project into smaller parts, and include group study time to help the struggling member.
- ☐ B Tell the teacher that one member of the group is not capable of doing his share, and request a new partner.
- ☐ C Recognize that the struggling member cannot do his share, and divide the work between the two stronger members.
- ☐ D Confront the member who is not doing his share, and let him know that the lack of participation will hurt the group's grade.

Reporting Category: Literature

Numbers 14 through 14

Performance Indicator: 3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).

14.

Read this excerpt from a story.

The night fog closed in on the riverbank, chilling the campers to the bone. Ricky gazed up at the dark sky, noticing the moon was mostly hidden by clouds. He pulled his sleeping bag around his shoulders and shivered. "Hector, are you there?" he called. No answer.

How does the setting affect the tone of this excerpt?

- ☐ **A** The fog creates an eerie tone.
- ☐ **B** The river creates a carefree tone.
- ☐ **C** The moon creates a wistful tone.
- ☐ **D** The sleeping bag creates a calm tone.

Read the letter and answer questions 15 through 21.

June 30, 2011

Dear Members of the School Board,

- 1 I am a tenth-grade student at Tenns Creek High School. Last evening, my history class attended the School Board meeting to listen to the budget debate. It was very educational to see how many issues the School Board must decide just to keep the school doors open. Thank you for all your efforts.
- 2 We were all surprised to hear that the School Board is considering elimination of physical education classes that are now available at Tenns Creek High School and other schools in the district. This will impact all students in a negative way. I know that the Board has made this decision in order to help with current budget difficulties, but I feel that this decision is shortsighted. Physical education is vital to the health of all students, especially as we keep hearing in the news that our generation is not as physically fit as our parents and grandparents were at the same age. Health issues like diabetes, heart problems, and obesity are occurring in younger people than in any other generation. Having a healthy body makes learning easier, and it is the responsibility of the school to present the best learning environment possible. Without physical education, all students are at risk.
- 3 There are certainly problems with physical education as it is now, but instead of eliminating it, why not change it? First, most of the school day is spent sitting, and this does not help with physical fitness. Everyone needs to get up and get moving, including the faculty.
Most experts recommend at least 30 minutes of physical activity every day. My proposal addresses this issue by making physical education an every-day class period. Since our classes are 50 minutes long, this would allow for 30 minutes of exercise and 20 minutes to change in and out of exercise clothing and get cleaned up.
- 4 By high school, most students have learned the rules of the basic sports. Going over them again in high school and then practicing the skills one by one means that, most of the time, students are standing around waiting to take a turn. This can be boring to the students who do not like the sport and frustrating to those students who already know how to play. However, if students could go to the gym or the field to play a pick-up game during their physical education class, more students would be involved and moving. There are faculty members who would also enjoy taking part in these games, and the faculty could be supervising the students at the same time. This would save the salary of a physical education teacher. Right now at Tenns Creek, some of the faculty meets at lunchtime to shoot basketball in the gym. I am sure they would welcome having students join them. This would give students and faculty a chance to interact on a different level and could help in the classroom. The classes could be seasonal: for instance, offer flag football during football season. In the winter offer basketball. The tennis courts sit empty most of the school day. This plan would be a way to use them as well. Other options could be dance classes and yoga. Yoga may seem slow, but it is a very good exercise program as well as a good way to calm down and focus.
- 5 A speaker at the board meeting gave one argument in favor of eliminating physical education classes. He said that many high school students do not want to take physical education anyway because they are not good at sports. I think the speaker was exaggerating, but some students are interested in other things besides sports. For those students, a "walk and talk" class could be offered. Walking briskly around the school grounds or in the hallways in bad weather would give them the 30 minutes of exercise they need without making them feel badly because they cannot play a sport well. Again, some faculty members who might not want to get changed and play pick-up games would enjoy the chance to get outside for 30 minutes and interact with students and other faculty. That way the students would be supervised and everyone would benefit with better physical fitness.
- 6 The elimination of physical education classes means that the school board does not care about students' health. Without physical education classes, most students will not exercise. This will lead to a greater occurrence of serious health issues that could impact their educations. Thirty minutes a day is not that much to ask, but it will make a big difference to the students of Tenns Creek High School. Please consider my ideas about revising the current program and saving physical education at Tenns Creek High School.

Respectfully,
William Allen

Reporting Category: Writing and Research

Performance Indicator: 3002.3.7 Select the thesis statement in a writing sample or passage.

15. Read Paragraph 2 from the letter.

(1) We were all surprised to hear that the School Board is considering elimination of physical education classes that are now available at Tenns Creek High School and other schools in the district. (2) This will impact all students in a negative way. (3) I know that the Board has made this decision in order to help with current budget difficulties, but I feel that this decision is shortsighted. (4) Physical education is vital to the health of all students, especially as we keep hearing in the news that our generation is not as physically fit as our parents and grandparents were at the same age. (5) Health issues like diabetes, heart problems, and obesity are occurring in younger people than in any other generation. (6) Having a healthy body makes learning easier, and it is the responsibility of the school to present the best learning environment possible. (7) Without physical education, all students are at risk.

Which sentence is the thesis statement of the letter?

- ☐ A Sentence 1
- ☐ B Sentence 4
- ☐ C Sentence 6
- ☐ D Sentence 7

Reporting Category: Logic

Numbers 16 through 21

Performance Indicator: 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

16. William argues in his letter that eliminating physical education classes will hurt all students in the district. Which sentence would best support this argument?

- ☐ A In elementary physical education classes, students learn athletic skills and exercise habits that they will use all their lives.
- ☐ B Recess may offer some time for elementary school students to exercise, but high school does not have recess.
- ☐ C Physical education teachers are important, not just as teachers but as role models for healthy living.
- ☐ D Without physical education classes, expensive equipment and facilities will be wasted.

Performance Indicator: 3002.5.14 Distinguish the strongest or weakest point of a given argument.

17. Which statement from the letter makes the strongest argument for continuing physical education classes?

- ☐ A Health issues like diabetes, heart problems, and obesity are occurring in younger people than in any other generation.
- ☐ B First, most of the school day is spent sitting, and this does not help with physical fitness.
- ☐ C However, if students could go to the gym or the field to play a pick-up game during their physical education class, more students would be involved and moving.
- ☐ D This would give students and faculty a chance to interact on a different level and could help in the classroom.

Performance Indicator: 3002.5.7 Differentiate between the stated and implied evidence of a given argument.

18. Which sentence from the passage gives implied evidence that the writer is an athlete?

- ☐ A First, most of the school day is spent sitting, and this does not help with physical fitness.
- ☐ B By high school, most students have learned the rules of the basic sports.
- ☐ C Yoga may seem slow, but it is a very good exercise program as well as a good way to calm down and focus.
- ☐ D Walking briskly around the school grounds or in the hallways in bad weather would give them the 30 minutes of exercise they need without making them feel badly because they cannot play a sport well.

Performance Indicator: 3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.

19. Which logical fallacy is used in Paragraph 6?

- ☐ A *non sequitur*
- ☐ B appeal to fear
- ☐ C slippery slope
- ☐ D false dilemma

Performance Indicator: 3002.5.10 Identify a false premise in text.

20.

Read the excerpt from Paragraph 4 of the letter.

There are faculty members who would also enjoy taking part in these games, and the faculty could be supervising the students at the same time. This would save the salary of a physical education teacher. Right now at Tenna Creek, some of the faculty meets at lunchtime to shoot basketball in the gym. I am sure they would welcome having students join them.

The excerpt is based on the false premise that teachers

- ☐ A enjoy playing basketball.
- ☐ B are interested in eliminating jobs.
- ☐ C want to play sports with students.
- ☐ D need to supervise student activities.

Performance Indicator: 3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

21.

Which statement best refutes the writer's argument that eliminating physical education classes will impact the learning environment?

- ☐ A It is clear that physical education classes have a limited effect on overall student health since students choose their own meals.
- ☐ B Most classroom teachers have limited experience in running athletic contests and would be ineffective as exercise coaches.
- ☐ C Teachers and students have ample opportunity to develop good relationships during regular class time.
- ☐ D Students have many opportunities to exercise during the hours that they are not in school.

Read the biography and answer questions 22 through 29.

Playing the Game

The Words of Grantland Rice

- 1 After a hard loss, players of all ages and levels have heard a coach say, "It doesn't matter if we won or lost, it's how we played the game." The words have consoled or frustrated players from Little League to the professional level. Few players or coaches, however, know the origin of the words. They come from a poem written in the 1920s by a sportswriter famous for his use of language.
- 2 Rice was born in Murfreesboro, Tennessee, in 1880. He graduated from Vanderbilt University. Then he found work as a journalist. He wrote for newspapers in Tennessee, Georgia, Ohio, and New York City. He also did some radio broadcasting, becoming the first person to report the World Series live over the radio in 1922. More than anything, though, Rice loved to write.
- 3 Grantland Rice was a novelist and a poet. His lasting legacy, however, is the affect he had on the art of sports writing. Rice coined phrases that are still in common usage even today. He is one of the iconic writers who changed sports writing from simple reporting of the plays and scores to the literature of the field, diamond, and court.
- 4 Dramatic descriptions and literary allusions are everywhere in his writing. In 1924, he reported on the football game between Army and Notre Dame. The game was played in the Polo Grounds in New York City. It was a low-scoring game, ending Notre Dame 13, Army 7. Although it was important to the two teams, this game has gone down in history for something that did not happen on the field, but in the *New York Herald Tribune*. Rice called the Notre Dame backfield "The Four Horsemen" and compared the Notre Dame team to a cyclone blowing the Army team off a cliff. Readers loved Grantland Rice's vivid descriptions, and he became one of the most popular writers of his day.
- 5 Rice is also credited with making a star out of the baseball player, Ty Cobb, and the golfer, Bobby Jones. True, Bobby Jones was winning every tournament he entered, but Rice began to write about Jones as if he was saving lives, not playing good golf. He used hyperbole to describe Jones' accomplishments. Rice was not just the winner of the 1924 Amateur Open he was worthy of the crown. Even when Jones lost, Grantland Rice still used majestic metaphors to describe the situation. When Jones came in second at the 1924 U.S. Open after winning it in 1923, Rice said Jones had been like a king defending his land against invaders. Rice's writing caught the attention of the public. Even people who did not usually read the sports pages or follow golf became infatuated with Bobby Jones and followed his play in tournaments. Ty Cobb was a Minor League baseball player when Grantland Rice saw him play in Georgia. His stories about Cobb caught the attention of Major League scouts, and Ty Cobb was soon playing in the big leagues. Rice and Cobb became good friends.
- 6 Grantland Rice often included his poetry in his articles. His most famous poem, "Alumnus Football," tells the story of a star college player who does not succeed in the pros. It is only fitting that a sportswriter of Rice's caliber became famous for his lines about sportsmanship and fair play.
- 7 When the Great Scorer comes
to write against your name
He marks—not that you won or lost
—but how you played the game.

Grantland Rice (from the poem, "Alumnus Football")

Reporting Category: Language Numbers 22 through 23

Performance Indicator: 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.

22. Read these sentences from Paragraph 2.

Rice was born in Murfreesboro, Tennessee, in 1880. He graduated from Vanderbilt University. Then he found work as a journalist.

Which revision best combines the three sentences?

- ☐ A Born in 1880, in Murfreesboro, Tennessee, Rice graduated from Vanderbilt University and began work as a journalist.
- ☐ B Rice was born in 1880 in Murfreesboro, Tennessee, and then he became a journalist after he went to Vanderbilt University.
- ☐ C Murfreesboro, Tennessee, was where Rice was born in 1880 and then he went to Vanderbilt University and was a journalist.
- ☐ D After being born in Murfreesboro, Tennessee, in 1880 Rice graduated from Vanderbilt University and learned to be a journalist.

Performance Indicator: 3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.

23. Read this sentence from Paragraph 5.

Rice was not just the winner of the 1924 Amateur Open he was worthy of the crown.

How should the underlined section be revised to correct the run-on sentence?

- ☐ A Open, he was
- ☐ B Open; he was
- ☐ C Open. But he was
- ☐ D Open and, he was

Reporting Category: Writing and Research

Numbers 24 through 24

Performance Indicator: 3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).

24. For the biography to move from general statements to specific examples, what is the best order for Paragraphs 2, 3, and 4?

- ☐ A 2, 4, 3
- ☐ B 3, 2, 4
- ☐ C 3, 4, 2
- ☐ D 4, 3, 2

Reporting Category: Language

Numbers 25 through 25

Performance Indicator: 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

25. Read the excerpt from Paragraph 5.

Rice's writing caught the attention of the public. Even people who did not usually read the sports pages or follow golf became infatuated with Bobby Jones and followed his play in tournaments.

Based on the context of the biography, what does infatuated mean?

- ☐ A annoyed
- ☐ B bored
- ☐ C concerned
- ☐ D fascinated

Reporting Category: Logic

Numbers 26 through 28

Performance Indicator: 3002.5.3 Evaluate text for fact and opinion.

26. Which statement from the biography is a fact, not an opinion?

- ☐ A His lasting legacy, however, is the affect he had on the art of sports writing.
- ☐ B He is one of the iconic writers who changed sports writing from simple reporting of the plays and scores to the literature of the field, diamond, and court.
- ☐ C Dramatic descriptions and literary allusions are everywhere in his writing.
- ☐ D It is only fitting that a sportswriter of Rice's caliber became famous for his lines about sportsmanship and fair play.

Performance Indicator: 3002.5.4 Analyze cause-effect relationships in text.

27. Why is the 1924 Army vs. Notre Dame football game famous?

- ☐ A The football game ended with a low score.
- ☐ B Grantland Rice broadcasted the game on the radio.
- ☐ C The football game was played at the Polo Grounds.
- ☐ D Grantland Rice used classic imagery to describe the game.

Performance Indicator: 3002.5.1 Make inferences and draw conclusions based on evidence in text.

28. **What can the reader conclude about Grantland Rice from information in the biography?**

- ☐ A Grantland Rice liked to socialize with athletes.
- ☐ B Grantland Rice saw general life lessons in athletic competitions.
- ☐ C Grantland Rice was not successful in college athletics.
- ☐ D Grantland Rice most admired athletes for their personal struggles.

Reporting Category: Writing and Research

Numbers 29 through 29

Performance Indicator: 3002.4.6 Identify information that must be cited or attributed within a writing sample.

29. **Read the excerpt from the passage.**

Although it was important to the two teams, this game has gone down in history for something that did not happen on the field, but in the *New York Herald Tribune*. Rice called the Notre Dame backfield "The Four Horsemen" and compared the Notre Dame team to a cyclone blowing the Army team off a cliff.

Which information should be included as a citation in the excerpt?

- ☐ A an explanation of the literary allusion
- ☐ B the publishing company of the newspaper
- ☐ C the source of the news article
- ☐ D the date of the article

Read the passage and answer questions 30 through 35.

Poise Gymnastics Club

Safety Agreement

Welcome to Poise Gymnastics Club. As you probably know already, gymnastics can be a dangerous sport. In order to keep injuries at a minimum, we require that you and your parents read this Safety Agreement, then sign and date it. By signing this agreement, you are acknowledging that you have read our safety policies and understand them.

Stay Alert

Injuries sometimes occur while gymnasts walk between events. The most dangerous areas of the gym are the floor exercise mat and the vaulting runway. Gymnasts are running at full speed in both of these areas, and collisions can cause serious injuries. The best rule is to walk around the floor exercise and vaulting areas, never through them. The same rule applies to areas in the gym where gymnasts are apt to be dismounting from apparatus, such as around the uneven bars or the balance beams.

Report Medical Conditions

A gymnast who suffers from a chronic medical condition must advise our coaches of the condition, along with the appropriate steps to follow in case of an emergency.

Juice, as well as fruit and dextrose, are available to diabetic gymnasts as necessary at no cost. (see "First Aid" on the diagram below)

Report Injuries

Many injuries do not seem serious until hours after a trauma. Always notify a coach if you have fallen or sustained a possible injury. Ice is kept in the freezer next to the service desk and should be applied to the injury immediately to reduce swelling. The club maintains insurance to cover student injuries sustained while training in club facilities under the supervision of our coaches.

Adjust and Tighten Equipment

The uneven parallel bars must be adjusted to the height of the individual gymnast. Tighten the bars immediately after making an adjustment, and always have a coach double-check to make certain the equipment is secure.

Spotting

Only coaches are permitted to spot gymnasts as they learn new skills. Coaches are trained in techniques that ensure the safety of both the gymnast and the spotter. Do not be afraid to ask for a spotter when necessary. Having a spotter is sometimes the only way to learn a movement quickly and painlessly, and spotting is one of the coaches' main responsibilities.

Rest and Diet

Working out on an empty stomach or having inadequate rest are the main causes of having a bad practice or of sustaining an injury. Always attempt to get eight hours of sleep before coming to practice. If this is impossible, at least try to schedule a nap before coming to the gym. Proper nutrition may be even more important than sleep. A gymnast needs a good balance of carbohydrates, such as whole-grain bread or pasta, and protein from meats, cheeses, tofu, or yogurt. Avoid products such as pastries and soda that are high in sugar. These products provide only temporary energy and leave you hungry before your workout is complete. Your stamina and strength during a workout depend on having enough food and rest. Do not skip meals even if you are dieting. See your doctor before beginning any weight reduction diet.

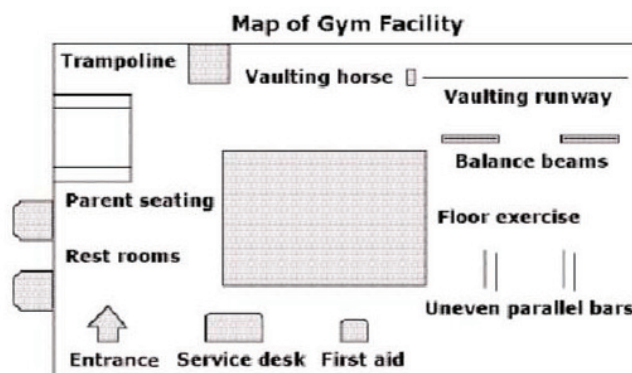
Warm-ups and Flexibility

Each practice begins with a group warm-up and flexibility session on the floor exercise mats. If you are late for practice and miss the warm-up, you must thoroughly warm up independently before using the equipment. Warming up your body is essential for preventing injury, and it is especially important if your muscles are sore and stiff.

I have read these policies, and I understand them.

Gymnast Name _____ Gymnast Signature _____ Date _____

Parent Name _____ Parent Signature _____ Date _____



Reporting Category: Language

Numbers 30 through 30

Performance Indicator: 3002.1.8 Recognize correct subject-verb agreement with intervening elements.

30. Which sentence from the passage shows incorrect subject/verb agreement?
- ☐ A Injuries sometimes occur while gymnasts walk between events.
 - ☐ B The most dangerous areas of the gym are the floor exercise mat and the vaulting runway.
 - ☐ C A gymnast who suffers from a chronic medical condition must advise our coaches of the condition, along with the appropriate steps to follow in case of an emergency.
 - ☐ D Juice, as well as fruit and dextrose, are available to diabetic gymnasts as necessary at no cost.

Reporting Category: Writing and Research Numbers 31 through 32

Performance Indicator: 3002.3.7 Select the thesis statement in a writing sample or passage.

31. Which sentence in the *Rest and Diet* section of the passage is irrelevant and should be removed?

- ☐ A Always attempt to get eight hours of sleep before coming to practice.
- ☐ B Proper nutrition may be even more important than sleep.
- ☐ C Avoid products such as pastries and soda that are high in sugar.
- ☐ D See your doctor before beginning any weight reduction diet.

Performance Indicator: 3002.3.14 Select the proper format to convey a set of work-related information.

32. The gym informs parents when a student is disciplined for violating its safety policy.

This information is most effectively presented in

- ☐ A a parent conference.
- ☐ B a slide show.
- ☐ C a handout.
- ☐ D an e-mail.

Reporting Category: Informational Text Numbers 33 through 33

Performance Indicator: 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

33. Which phrase best describes the organizational structure of the passage?

- ☐ A a list of rules
- ☐ B a set of steps
- ☐ C a group of reasons
- ☐ D a series of warnings

Reporting Category: Communication and Media Numbers 34 through 34

Performance Indicator: 3002.2.2 Distinguish between a summary and a paraphrase.

34. Read this excerpt from the *Warm-Ups and Flexibility* section of the passage.

If you are late for practice and miss the warm-up, you must thoroughly warm up independently before using the equipment. Warming up your body is essential for preventing injury, and it is especially important if your muscles are sore and stiff.

Which sentence is a paraphrase, not a summary, of the excerpt?

- ☐ A Warm-ups are required of all gymnasts before using equipment. Warming up prevents injury, especially if muscles are sore and stiff.
- ☐ B If you are late, warm up by yourself. Especially important if muscles are sore and stiff, warming up is essential for preventing injury.
- ☐ C Being tardy for practice and missing the warm-up will require you to warm up on your own before using any equipment. Warming up your muscles, especially if they are sore and stiff, helps keep you from being hurt.
- ☐ D You must thoroughly warm up independently before using the gymnastics equipment if you are late for practice and miss the warm-up. Warming up your body is important for preventing injury, and it is especially essential if your muscles are hurting.

Reporting Category: Informational Text
Numbers 35 through 35

Performance Indicator: 3002.6.2 Use the graphics of informational and technical passages to answer questions.

35. What does the diagram at the end of the passage help clarify?

- ☐ **A** where a coach can be found
- ☐ **B** how large the gym facility is
- ☐ **C** where ice for an injury is kept
- ☐ **D** which equipment requires a spotter

Read the speech and answer questions 36 through 43.

A Bad Idea for Schools

Teachers are often blamed for the poor performance of students, for their lack of engagement in academic pursuits, and for their poor work and study habits. Lately, however, attention has shifted to another group of culprits. These are the parents of all those students who fail to make the grade or behave suitably in the classroom and on school grounds. The idea would seem laughable except that states and districts around the country have or are considering policies that make parents responsible for their children's performance in school. This is a bad idea, and our school district should not adopt this policy for three reasons. It takes responsibility away from students; it hurts relationships between home and school; and it is nearly impossible to enforce.

Parents checking that their young children have done their homework is fine. Parents helping their children with homework is OK when necessary. Parents may also monitor the amount of time their young children spend watching television, texting, or playing computer games. However, once children become teenagers, it is time for them to assume responsibility for themselves. If parents keep overseeing the schoolwork of their teenagers for fear of some punishment, then the teenagers will ultimately suffer. They will never learn to meet deadlines or face the consequences of not doing so. Would you bother to keep track of assignments if the punishment for not doing so fell to your parents instead of to you? After these teenagers graduate from high school, they will eventually head off to college, to a job, or to the military. It is highly unlikely that their professors, supervisors, or commanding officers will accept their lack of personal responsibility or poor work ethic.

A student's success in school depends in part on a sound relationship between his or her home and school.

Good communication and respect between and among school staff, students, and those students' parents or guardians is very important. Toward that end, schools have always encouraged parent involvement. Virtually everyone recognizes that parent involvement is beneficial. Schools with top-notch test scores and graduation rates have students with very involved parents. This belief has lately led some districts around the country to wonder, "Why not require parents to spend volunteer time in schools and penalize those who don't?" However, if schools have the ability to punish parents for the failures of their children—either academic or behavioral—then schools and parents can easily become adversaries. Once that happens, the students may suffer in different ways.

Even if holding parents accountable seems to be a good idea, it is not at all clear what can or should be the consequences of their failure to do so. Schools and districts could follow Alaska's lead and fine parents for their children's truancy. In California if students miss school too often, their parents can be charged with misdemeanors in a court of law. Truancy also results in an escalating series of fines. Parents are even subject to imprisonment if they do not pay the fines and the chronic truancy continues. These seem to be extreme measures. While parents can make sure their children arrive at school on time each day, short of remaining at school with them they cannot ensure that their children will not duck out a back door. Furthermore, other than fines, there really are no effective ways to punish parents. Should officials put them in a stockade in the town square?

One state has proposed a grade on their involvement for parents as a way of dealing with students who come to school unprepared or are frequently late. That grade would appear on each student's report card. However, this plan, as well as others that would put the blame on parents for students' truancy, tardiness, and poor grades or work habits, is not likely to improve anything at all. Overall, I would give the idea of holding parents accountable for their children's school performance a failing grade.

Reporting Category: Communication and Media

Performance Indicator: 3002.2.1 Identify the thesis and main points of a challenging speech.

36. Which statement **best** expresses the thesis of this speech?

- ☐ A Students should be more accountable for their actions.
- ☐ B Authorities should not punish parents of truant children.
- ☐ C Teachers rather than parents should be blamed for students' weaknesses.
- ☐ D Parents should not be held responsible for their children's grades and behavior in school.

Performance Indicator: 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

37. Which term **best** describes the overall structure of the speech?

- ☐ A sequential
- ☐ B cause-effect
- ☐ C problem-solution
- ☐ D proposition-support

Reporting Category: Logic

Numbers 38 through 40

Performance Indicator: 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

38. **The speech is based on the idea that**

- ☐ A students live with their parents.
- ☐ B students need to be supervised by others.
- ☐ C schools are unable to solve problems themselves.
- ☐ D schools have the means to communicate with families.

Performance Indicator: 3002.5.7 Differentiate between the stated and implied evidence of a given argument.

39. **Which sentence from the speech implies that teenagers must be responsible for themselves if we expect them to avoid problems as adults?**

- ☐ A However, once children become teenagers, it is time for them to assume responsibility for themselves.
- ☐ B If parents keep overseeing the schoolwork of their teenagers for fear of some punishment, then the teenagers will ultimately suffer.
- ☐ C They will never learn to meet deadlines or face the consequences of not doing so.
- ☐ D After these teenagers graduate from high school, they will eventually head off to college, to a job, or to the military.

Performance Indicator: 3002.5.12 Select an additional sentence to add to an argument within a persuasive text.

40. **To make the author's argument against grading parents stronger, which sentence should be added to the last paragraph?**

- ☐ A Grading parents would also make more work for teachers.
- ☐ B Parents would just put the blame on someone or something else.
- ☐ C Only the student and parents would know what appears on the report card.
- ☐ D Even the most concerned parents have only limited influence on their children.

Reporting Category: Communication and Media

Performance Indicator: 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

41. **Read this excerpt from the speech.**

If parents keep overseeing the schoolwork of their teenagers for fear of some punishment, then the teenagers will ultimately suffer. They will never learn to meet deadlines or face the consequences of not doing so. Would you bother to keep track of assignments if the punishment for not doing so fell to your parents instead of to you? After these teenagers graduate from high school, they will eventually head off to college, to a job, or to the military. It is highly unlikely that their professors, supervisors, or commanding officers will accept their lack of personal responsibility or poor work ethic.

Which persuasive device is used in the excerpt?

- ☐ A analogy
- ☐ B hyperbole
- ☐ C rhetorical question
- ☐ D repetition for emphasis

Reporting Category: Logic

Numbers 42 through 42

Performance Indicator: 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).

42. Read the excerpt from the speech.

Good communication and respect between and among school staff, students, and those students' parents or guardians is very important. Toward that end, schools have always encouraged parent involvement. Virtually everyone recognizes that parent involvement is beneficial. Schools with top-notch test scores and graduation rates have students with very involved parents.

Which persuasive device does the speaker use in the excerpt?

- ☐ A bandwagon
- ☐ B testimonial
- ☐ C name-calling
- ☐ D appeal to fear

Reporting Category: Communication and Media

Numbers 43 through 43

Media

Performance Indicator: 3002.7.3 Choose a visual image that best reinforces a viewpoint.

43. A teacher asks students to make a poster supporting the speech.

Which image best supports the idea that punishing parents for their children's actions is inappropriate?

- ☐ A a man and a woman imprisoned in a jail cell
- ☐ B a woman showing a report card to a teen
- ☐ C a couple being lectured by a judge
- ☐ D a man unplugging a computer

Reporting Category: Language

Numbers 44 through 46

Performance Indicator: 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

44.

Read this sentence.

Elliot the baby alligator at the zoo weighed 20 pounds at his veterinary checkup yesterday.

Which revision uses commas correctly?

- ☐ **A** Elliot the baby alligator, at the zoo, weighed 20 pounds at his veterinary checkup yesterday.
- ☐ **B** Elliot the baby alligator at the zoo weighed 20 pounds at his veterinary checkup, yesterday.
- ☐ **C** Elliot, the baby alligator at the zoo, weighed 20 pounds at his veterinary checkup yesterday.
- ☐ **D** Elliot, the baby alligator at the zoo weighed 20 pounds at his veterinary checkup yesterday.

Performance Indicator: 3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

45.

Which sentence correctly punctuates a quotation?

- ☐ **A** Allie said, "I like dogs better than cats," because they are more loyal.
- ☐ **B** Principal Wiggins told me "I had better not be late to class again."
- ☐ **C** "I'm driving to Florida." My mom announced just this morning.
- ☐ **D** "We need a new wagon," the little boy told his big brother.

Performance Indicator: 3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).

46.

Read the sentence and the dictionary entry.

The guide often must wrangle the tourists onto the bus.

wran·gle (verb) 1. to dispute a particular matter 2. to argue in a loud assertive manner 3. to herd a group of animals or people 4. to acquire by trickery or unfair advantage [**Mid E** < **G** wrangeln struggle] syn. 1.differ, 2.fight, 3.steer, 4.con

Based on the dictionary entry, which synonym correctly replaces wrangle in the sentence?

- ☐ **A** differ
- ☐ **B** fight
- ☐ **C** steer
- ☐ **D** con

Reporting Category: Writing and Research

Numbers 47 through 48

Performance Indicator: 3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.

47.

Read this paragraph on caving.

(1) The exploration of caves is called caving. **(2)** Caving is an exciting sport. **(3)** It should be done with a buddy. **(4)** It should also be done with up-to-date maps and the proper gear.

Which statement best combines these sentences?

- ☐ **A** The exploration of caves using up-to-date maps and the proper gear is an exciting sport but only with a pal.
- ☐ **B** Caving is an exciting sport involving the exploration of caves, but with a friend and up-to-date maps and the proper gear.
- ☐ **C** Caving, or the exploration of caves, is an exciting sport that requires a partner, up-to-date maps, and the proper gear.
- ☐ **D** The exploration of caves, called caving, is an exciting sport that should be practiced with up-to-date maps and the proper gear, and also a companion.

Performance Indicator: 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

48.

Read this sentence.

After the tornadoes destroyed hundreds of houses and cars, the governor surveyed the disorder and proclaimed it a disaster area.

Which word is a more precise replacement for disorder in the sentence?

- ☐ **A** clutter
- ☐ **B** confusion
- ☐ **C** devastation
- ☐ **D** disturbance

Reporting Category: Logic

Numbers 49 through 49

Performance Indicator: 3002.5.2 Choose a logical word to complete an analogy.

49.

Choose the correct word to complete the analogy.

Infirmary is to antibiotic as foundry is to _____.

- ☐ **A** noise
- ☐ **B** worker
- ☐ **C** danger
- ☐ **D** furnace

Reporting Category: Literature

Numbers 50 through 51

Performance Indicator: 3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

50.

Read this excerpt from a passage.

After Petra's outburst at soccer practice, the team treated her differently. I'm not saying that everyone rushed to become her best friend, but the kids showed her new respect. The things she had said made sense. I guess no one had thought about things in that way before. I'm wondering if she wants to work on our science projects together.

Which part of the plot does this excerpt represent?

- ☐ **A** exposition
- ☐ **B** rising action
- ☐ **C** climax
- ☐ **D** resolution/denouement

Performance Indicator: 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

51.

Read the lines from a poem.

Soft wind blowing through the air
Sweeping, swishing, without care
Bringing scents of summer showers
Offering hope for drooping flowers

The lines of the poem illustrate

- ☐ **A** free verse.
- ☐ **B** blank verse.
- ☐ **C** slant rhyme.
- ☐ **D** end rhyme.

Reporting Category: Communication and Media

Numbers 52 through 53

Performance Indicator: 3002.7.6 Infer the mood represented in a non-print medium.

52.

Look at this photo.



Which word best describes the mood in this photo?

- ☐ A sad
- ☐ B peaceful
- ☐ C frightening
- ☐ D mysterious

Performance Indicator: 3002.7.1 Draw an inference from a non-print medium.

53.

Look at this photo.



Which inference can be drawn from the photo?

- ☐ A The child has no one to play with.
- ☐ B The child believes he can sing.
- ☐ C The child likes to pretend.
- ☐ D The child lives in a city.

Read the <passage> and answer questions 54 through 60.

The Big Fuss

- 1 Somebody once said there are no new plots. Well, in the case of Bettina Brower's book, *The Big Fuss*, it is true. Ms. Brower has written a 300-page retelling of William Shakespeare's *Much Ado About Nothing*, one of the Bard's¹ most popular comedies. Unfortunately, no one is laughing now.
 - 2 The plot of *Much Ado About Nothing* is well known. A Prince's friend a nobleman falls in love. The Prince's half-brother is jealous and tricks the nobleman. The couple is separated, the jealous half-brother is exposed, and the nobleman and the lady are reunited. The castle of the lady's father lies near the capital city. Meanwhile, there is a subplot about the nobleman's friend and the lady's cousin, who trade wisecracks throughout the play. They fall in love too. Feasting and dancing and happily ever after ensue.
 - 3 Instead of the Renaissance plot of romance, jealousy, trickery, and happy endings, Brower has moved the tale to Nashville around the year 2000. Instead of a nobleman and a sneaky half-brother, she writes of a country music star and his agent. The trickery remains; but instead of a finely tuned plot of mistaken identities and disloyal servants whispering behind the garden wall, the whole fraud is arranged through text messages and coded tweets. Nobody ever seems simply to talk to anyone. Modern technology was as much a character as the people are; in fact, technology has some of the best lines!
- ¹Bard: one who writes poetry; Shakespeare is often called the Bard
- Still, there is something musical about the language of Shakespeare that is missing in modern speech. The comedy and the deceit just aren't the same without the whispered threats and promises hissed in Elizabethan English, are they? "Forsooth, I know the secret of your family, but will banish it forever from my memory if you do me just this one small favor" is so much more dramatic than, "Hey, kid, do what I say or you and your family are all over the Internet news."
- 4 Somehow, too, it is easier to believe that a Renaissance Count would mistake another young woman for the girl of his dreams when he is spying on the castle balcony from 100 feet away in the middle of the night. A set of planted emails just does not have the same believable, "Oh no, did I just read that?" thrill. Maybe it is because the news is full of real technology trickery. There is a feeling that I have read this all before from the first to the last page, and not just because it is a retelling of a classic.
 - 5 Overall, Brower's effort falls flat on all fronts: comedy, romance, treachery, and literature. Nevertheless, it has been optioned for a television special. My suggestion if it ever comes to the small screen: Find the nearest performance of the original play and go. It will certainly be time better spent.

Reporting Category: Language

Numbers 54 through 55

Performance Indicator: 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

54.

Read this sentence.

A Prince's friend a nobleman falls in love.

Which revision of the sentence shows correct comma usage?

- ☐ A A Prince's friend, a nobleman falls in love.
- ☐ B A Prince's friend a nobleman, falls in love.
- ☐ C A Prince's friend, a nobleman, falls in love.
- ☐ D A Prince's friend a nobleman, falls, in love.

Performance Indicator: 3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.

55.

Which sentence from the passage contains a shift in verb tense?

- ☐ A The trickery remains; but instead of a finely tuned plot of mistaken identities and disloyal servants whispering behind the garden wall, the whole fraud is arranged through text messages and coded tweets.
- ☐ B Modern technology was as much a character as the people are; in fact, technology has some of the best lines!
- ☐ C Overall, Brower's effort falls flat on all fronts: comedy, romance, treachery, and literature.
- ☐ D My suggestion if it ever comes to the small screen: Find the nearest performance of the original play and go.

Reporting Category: Writing and Research

Numbers 56 through 56

Performance Indicator: 3002.3.12 Determine the writer's purpose in a writing sample.

56. **Why did the author write the book review?**

- ☐ A to describe the plot of the book
- ☐ B to inform readers about the characters
- ☐ C to entertain the reader with anecdotes
- ☐ D to persuade readers to agree with her or his viewpoint

Reporting Category: Logic

Numbers 57 through 58

Performance Indicator: 3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

57. **The writer's argument is based on the idea that**

- ☐ A most plots have been used before.
- ☐ B even a good plot can be ruined by a bad author.
- ☐ C classic literature should be left in its original form.
- ☐ D putting historic story lines in modern settings often fails.

Performance Indicator: 3002.5.3 Evaluate text for fact and opinion.

58. **Which statement from the book review is an opinion, not a fact?**

- ☐ A Somebody once said there are no new plots.
- ☐ B Feasting and dancing and happily ever after ensue.
- ☐ C Nevertheless, it has been optioned for a television special.
- ☐ D It will certainly be time better spent.

Reporting Category: Writing and Research

Numbers 59 through 59

Performance Indicator: 3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

59. **Read this paragraph from the review.**

The plot of *Much Ado About Nothing* is well known. A Prince's friend a nobleman falls in love. The Prince's half-brother is jealous and tricks the nobleman. The couple is separated, the jealous half-brother is exposed, and the nobleman and the lady are reunited. The castle of the lady's father lies near the capital city. Meanwhile, there is a subplot about the nobleman's friend and the lady's cousin, who trade wisecracks throughout the play. They fall in love too. Feasting and dancing and happily ever after ensue.

Which sentence in the paragraph is irrelevant and should be deleted?

- ☐ A The Prince's half-brother is jealous and tricks the nobleman.
- ☐ B The couple is separated, the jealous half-brother is exposed, and the nobleman and the lady are reunited.
- ☐ C The castle of the lady's father lies near the capital city.
- ☐ D Meanwhile, there is a subplot about the nobleman's friend and the lady's cousin, who trade wisecracks throughout the play.

Reporting Category: Communication and Media
Numbers 60 through 60

Performance Indicator: 3002.2.3 Distinguish between a critique and a summary.

60.

Paragraph 3 is a critique, not a summary, because the author

- ☐ **A** contrasts the classic and the modern versions of the story.
- ☐ **B** discusses the strengths and the weaknesses of the book.
- ☐ **C** compares the primary motivations of the characters.
- ☐ **D** describes the rising and falling action of the plot.

Read the editorial and answer questions 61 through 66.

Remembering Year 'Round

It seems as if twice a year, like clockwork, the patriotism of the American public is rekindled, and flags come out to mark Memorial Day and Veterans Day. The rest of the time, unless they have a family member in uniform, most people tend to go on with their lives with little thought for the thousands of men and women in the military at home and abroad who guard our freedom, our security, and our lives. We urge our readers to make an ordinary day special to someone in uniform by sending a package or a letter.

Several organizations provide guidelines on what to include in a care package and how and where to send it. Check carefully, however, to make sure assistance is coming from a reputable organization, particularly if you plan to send a check to pay for a care package. Some reputable Web sites include www.packagesfromhome.org and www.booksforsoldiers.com.

Most of these organizations focus on getting care packages into the hands of deployed troops. Their list of suggested contents includes food items such as powdered energy drinks, instant coffee, chewing gum, cereal bars, and hard candies. Our service members also appreciate practical items such as personal hygiene gear, lip balm, eye drops, and packets of baby wipes.

Several organizations also assist in navigating postal restrictions on sending packages to anonymous soldiers. They will link you instead to specific individuals who would welcome a parcel. As an alternative, consider making a targeted donation to the USO® care package program. For only \$25, you can sponsor one package to which you can add a personal message of appreciation and support for the recipient.

The USO works directly with the Department of Defense to distribute these packages, and military families may register a loved one to receive a care package.

For those of you short on cash but long on caring, other organizations exist to facilitate communication from caring citizens to those in the military. One such organization, Operation Gratitude (www.opgratitude.com), forwards letters to deployed service members and to those who are recovering in military hospitals at home and abroad. The Web site provides helpful guidelines on both content and mailing instructions.

Ignoring our troops hurts their morale. When their morale suffers, men and women in the military are more at risk because of a decline in discipline and in their ability to face daily hardships. Sending a package or a letter to someone in uniform is the best way to lift their spirits.

Picnics and parades celebrate those days set aside in the calendar to remember those who have served, and continue to serve, our country. During the remaining 363 days of the year many of us forget them. In so doing, we are unpatriotic. Whatever our political views, we should not let another day pass without taking action to correct this situation. Helping our troops will also make you feel good about yourself. Send a package, send a check, or send a letter. Whatever you do is small recompense for the sacrifices our men and women in uniform make on our behalf.

Reporting Category: Writing and Research

Performance Indicator: 3002.3.2 Choose the most effective order of sentences in a paragraph.

61.

Read Paragraph 4 from the editorial.

(1) Several organizations also assist in navigating postal restrictions on sending packages to anonymous soldiers. (2) They will link you instead to specific individuals who would welcome a parcel. (3) As an alternative, consider making a targeted donation to the USO® care package program. (4) For only \$25, you can sponsor one package to which you can add a personal message of appreciation and support for the recipient. (5) The USO works directly with the Department of Defense to distribute these packages, and military families may register a loved one to receive a care package.

Before which sentence would Sentence 5 also be effective?

- ☐ A Sentence 1
- ☐ B Sentence 2
- ☐ C Sentence 3
- ☐ D Sentence 4

Performance Indicator: 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

62.

Read this sentence from the last paragraph of the editorial.

_____, during the remaining 363 days of the year many of us forget them.

Which transitional word or phrase correctly fills the blank in the sentence?

- ☐ A In fact
- ☐ B However
- ☐ C Furthermore
- ☐ D Equally important

Reporting Category: Logic

Numbers 63 through 66

Performance Indicator: 3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).

63. Read the last paragraph of the editorial.

Picnics and parades celebrate those days set aside in the calendar to remember those who have served, and continue to serve, our country. During the remaining 363 days of the year many of us forget them. In so doing, we are unpatriotic. Whatever our political views, we should not let another day pass without taking action to correct this situation. Helping our troops will also make you feel good about yourself. Send a package, send a check, or send a letter. Whatever you do is small recompense for the sacrifices our men and women in uniform make on our behalf.

Which persuasive device appears in this paragraph?

- ☐ A name-calling
- ☐ B snob appeal
- ☐ C testimonial
- ☐ D bandwagon

Performance Indicator: 3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack {*ad hominem*}, false dilemma, false analogy, slippery slope, *non sequitur*, false authority) within a given argument.

64. Read the excerpt from the editorial.

Ignoring our troops hurts their morale. When their morale suffers, men and women in the military are more at risk because of a decline in discipline and in their ability to face daily hardships. Sending a package or a letter to someone in uniform is the best way to lift their spirits.

Which logical fallacy is evident in the excerpt?

- ☐ A personal attack
- ☐ B false dilemma
- ☐ C appeal to fear
- ☐ D *non sequitur*

Performance Indicator: 3002.5.14 Distinguish the strongest or weakest point of a given argument.

65. Which sentence from the passage makes the **strongest** case that anyone can support our troops?

- ☐ A Several organizations provide guidelines on what to include in a care package and how and where to send it.
- ☐ B Our service members also appreciate practical items such as personal hygiene gear, lip balm, eye drops, and packets of baby wipes.
- ☐ C For those of you short on cash but long on caring, other organizations exist to facilitate communication from caring citizens to those in the military.
- ☐ D Picnics and parades celebrate those days set aside in the calendar to remember those who have served, and continue to

Performance Indicator: 3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.

66. Read the excerpt from the editorial.

It seems as if twice a year, like clockwork, the patriotism of the American public is rekindled, and flags come out to mark Memorial Day and Veterans Day. The rest of the time, unless they have a family member in uniform, most people tend to go on with their lives with little thought for the thousands of men and women in the military at home and abroad who guard our freedom, our security, and our lives.

Which statement least supports the writer's viewpoint in the excerpt?

- ☐ A Many citizens show their patriotism by wearing a flag pin on their collars or lapels.
- ☐ B The safety of our troops is on the minds of most Americans even when it is not a national holiday.
- ☐ C The Fourth of July is yet another time when Americans show their love of country and appreciation for those in uniform.
- ☐ D School, church, and community groups hold fundraisers to provide practical items and small luxuries to members of the military.

Reporting Category: Language

Numbers 67 through 69

Performance Indicator: 3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.

67.

Read these sentences.

Storms are predicted in the weather forecast. The picnic will be postponed.

What is the correct way to combine the sentences to avoid a comma splice?

- ☐ **A** Storms are predicted in the weather forecast, the picnic will be postponed.
- ☐ **B** Storms are predicted, in the weather forecast the picnic will be postponed.
- ☐ **C** Storms are predicted in the weather forecast, so the picnic will be postponed.
- ☐ **D** Storms are predicted in the weather forecast, therefore, the picnic will be postponed.

Performance Indicator: 3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.

68.

Which sentence uses commas correctly?

- ☐ **A** Madeline, my best friend, invited me to dinner.
- ☐ **B** A gifted singer Natalie, is one of the performers.
- ☐ **C** Arriving from Denver, Thomas, will visit Knoxville.
- ☐ **D** Deanna, my mom's sister is my favorite aunt.

Performance Indicator: 3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.

69.

Read this sentence.

The class thinks _____ won the school competition.

Which phrase best completes the sentence?

- ☐ **A** it has
- ☐ **B** it have
- ☐ **C** they has
- ☐ **D** they have

Reporting Category: Writing and Research

Numbers 70 through 70

Performance Indicator: 3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

70.

Read this sentence from the end of a paragraph about a community project.

Since January, the West Valley High School students have logged over 200 hours of work, making a significant contribution to rebuilding the West Valley Rail Trail system.

Which sentence provides the best transition to the next paragraph?

- ☐ **A** In addition, it should be said that students who read the articles in the school newspaper now understand the importance of the Rail Trail system to the town.
- ☐ **B** This impressive effort by the students is due in large part to several articles about the poor condition of the Rail Trails that appeared in the school newspaper.
- ☐ **C** Information from the school newspaper about how important the Rail Trail system is made the students very enthusiastic about working so many hours to rebuild it.
- ☐ **D** Another important thing to remember is that most students volunteered to help on the Rail Trail system because of several news articles about it in the school newspaper.

Reporting Category: Communication and Media

Numbers 71 through 72

Performance Indicator: 3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

71.

Read this excerpt from a speech against unrestricted development along a city riverbank.

The argument against overdevelopment is not just to preserve this emerald jewel in the city's crown. Currently the corridor of open land along the river does serve as valuable public green space. It also provides a habitat for the wildlife we have displaced elsewhere due to our asphalt and cement roadways and parking lots. Residents of other cities with overdeveloped riverbanks have found themselves hosting waterfowl, snakes, and rodents in their backyards.

Which device does the excerpt use?

- ☐ A simile
- ☐ B analogy
- ☐ C metaphor
- ☐ D hyperbole

Performance Indicator: 3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

72.

Leah begins a class speech and notices several students frowning and leaning toward her. How can she best engage her audience in the speech?

- ☐ A stop speaking and ask what is wrong
- ☐ B make better eye contact with the students
- ☐ C continue her presentation using a louder voice
- ☐ D hold up her visual aid to gain her classmates' interest

Reporting Category: Literature

Numbers 73 through 74

Performance Indicator: 3002.8.14 Identify classical, historical, and literary allusions in context.

73.

Which sentence contains a historical allusion?

- ☐ **A** Watching the old cars in the parade made me wonder what it was like to live in the horse-and-buggy era before cars.
- ☐ **B** When the store on Main Street caught fire, Rosie acted like Paul Revere and warned all the neighbors of the danger.
- ☐ **C** At 11:45 a.m. on June 3, 1955, following the last meeting, both leaders signed the international agreement.
- ☐ **D** In his speech, the Mayor referred often to the sacrifices made by the town founders.

Performance Indicator: 3002.8.8 Identify and analyze the common theme in a series of passages.

74.

Look at this table of contents from a literary magazine.

The Heirloom	2
My Father, My Dog, and the President.....	8
The Year My Family Played Hooky.....	14
Missing Mama.....	17
Tales from Nana's Porch Swing.....	21
How I Helped Cousin Bette Win a Blue Ribbon.....	24

Which theme do these selections most likely share?

- ☐ **A** Every generation is critical of the one that follows.
- ☐ **B** The past is the past and cannot be changed.
- ☐ **C** Childhood memories last a lifetime.
- ☐ **D** Parents are our first teachers.

Reporting Category: Writing and Research

Numbers 75 through 75

Performance Indicator: 3002.3.16 Identify the mode in which a writing sample is written.

75.

Read this blog entry.

Living in the woods leads to some interesting interactions with the other forest residents. We have discovered that the limping squirrel is to be a mom by observing her nest-building activities. She has slowly but surely dismantled the old canvas deck chair that spent the winter outside under the maple tree. At least the nest will be stylish; the canvas has red and white stripes.

In which mode is this passage written?

- ☐ **A** narrative
- ☐ **B** expository
- ☐ **C** persuasive
- ☐ **D** informative

Reporting Category: Communication and Media

Numbers 76 through 76

Performance Indicator: 3002.7.3 Choose a visual image that best reinforces a viewpoint.

76.

Read this advertisement for a film.

Don't miss the best performance of the year! Meet Matilda Mayfield, geeky high school student by day, superhero at night! And Matilda is only one of the superheroes who will capture your heart. Come see the entire cast endure the bullies at school while they bully the villains at night. This performance will surely entertain you!

The best illustration for this advertisement is a picture of

- ☐ **A** a girl studying with her friends.
- ☐ **B** a villain plotting with his followers.
- ☐ **C** a school with students gathered in front.
- ☐ **D** a girl revealing a hidden superhero icon.

Read the passage and answer questions 77 through 83.

Predator Plants

- 1 The word “predator” usually brings to mind an animal—and not just any animal, but a fast one. The idea that a plant could be a predator seems almost nonsensical. Plants are literally rooted in the ground. They cannot move from place to place chasing their next meals. That plants can act like animals explains the human fascination with carnivorous plants, but it does not explain why a plant would need to catch insects to survive.

Why Plants Become Predators

- 2 Most plants have only a few basic needs: sunlight, water, carbon dioxide, and the nutrients found in soil. Lacking any of these essentials, a plant will die. A large number of predator plants live in bogs. “As many as thirteen species of carnivorous plants have been found in a single bog.” While a handful of plants such as sphagnum moss and some orchids are adapted to bog life and do quite well there, most plants could not live in a bog. The soil might look dark and rich, but it is actually low in some of the nutrients that most plants require.
- 3 While a few other plants have solved the problem of adapting to the high acidity and low nutrient value of bog soil by modifying their structures in subtle ways, carnivorous plants have adopted animal-like behaviors to solve their lifelong problem of surviving in bad soil. In a sense, these plants have learned how to hunt to satisfy their needs. Insects, it turns out, are very high in nitrogen, something plants need to grow. Insects are the primary food of carnivorous plants. However, most insects are very quick, and the immobility of plants would seem to put them at a disadvantage as hunters.

The Bait

- 4 Some predator plants use what biologists call attractants to overcome the problem of having no legs or other forms of mobility. Since predator plants cannot chase and capture their prey, they must instead lure the prey to their own locales. The pitcher plant, a predator plant with species all over the world, appears to use a combination of color and scent to attract its prey.

The “Passive Trap”

- 5 Using a lure to attract insects would be a pointless activity without a way to capture and digest them. However, the pitcher plant has a built-in trap similar to the baited traps humans have devised to deal with insect infestations.
- 6 The leaves of pitcher plants in some species look exactly like colorful pitchers, and the pitchers hold water, along with a special concoction of enzymes and acids that transforms insects into plant food. The plants secrete a sweet nectar at the lip of the pitchers. Insects stop what they are doing to have a quick sip but then realize that the insides of the pitchers are slippery. Tiny hairs near the bottoms of the pitchers all point downward to the concoction below, preventing the insects from climbing back up once they have dropped.

The “Active Trap”

- 7 Pitcher plants use a passive trap, but the Venus flytrap uses an active trap that resembles animal behavior so closely that horror movies have exploited the image. The flytrap has two leaf blades that join in the middle and, when open, resemble butterfly or moth wings. On the outer edges of these wing-like blades are thick, perpendicular hairs. When the blades snap closed, they look much like teeth clenched together. The jaw-like action of the blades is activated when an insect brushes against thin “trigger hairs” inside the top blade. When the trigger is activated, a snapping action occurs and the insect is trapped inside the blades, much as a mouse is caught in a mousetrap. Soon after, the Venus flytrap secretes digestive fluids that dissolve the insect, releasing its ever-important nitrogen to feed the plant.

Conclusion

- 8 Although predator plants are incapable of harming humans, their seemingly aggressive behavior is fascinating and mildly frightening, like a carnival ride that is perfectly safe but provides a convincing illusion of danger. These plants have no brains, no muscles, and no intentions, yet, they often seem to have all three. Because of the poor soil they have inherited, they cannot survive by behaving as plants normally do. The animal traits they have adopted, however, help them to survive and in growing.

Reporting Category: Language Numbers 77 through 78

Performance Indicator: 3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.

77.

Read these sentences from the passage.

Plants are literally rooted in the ground. They cannot move from place to place chasing their next meals.

Which revision best combines the two sentences?

- ☐ A Because plants are literally rooted in the ground, they cannot move from place to place chasing their next meals.
- ☐ B Not being able to move from place to place chasing their next meals, plants are literally rooted in the ground.
- ☐ C Plants cannot move from place to place chasing their next meals, being that they are literally rooted in the ground.
- ☐ D Moving from place to place chasing their next meals is not possible, since plants are literally rooted in the ground.

Performance Indicator: 3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

78.

Read this excerpt from a sentence in Paragraph 6.

...the pitchers hold water, along with a special concoction of enzymes and acids that transforms insects into plant food.

Based on the context of the sentence, what does concoction mean?

- ☐ A food
- ☐ B syrup
- ☐ C mixture
- ☐ D lubricant

Reporting Category: Writing and Research Numbers 79 through 79

Performance Indicator: 3002.3.13 Identify sentences that use effective parallelism within a writing sample.

79. Which sentence shows incorrect parallelism?

- ☐ A Since predator plants cannot chase and capture their prey, they must instead lure the prey to their own locales.
- ☐ B Using a lure to attract insects would be a pointless activity without a way to capture and digest them.
- ☐ C These plants have no brains, no muscles, and no intentions, yet, they often seem to have all three.
- ☐ D The animal traits they have adopted, however, help them to survive and in growing.

Reporting Category: Informational Text Numbers 80 through 81

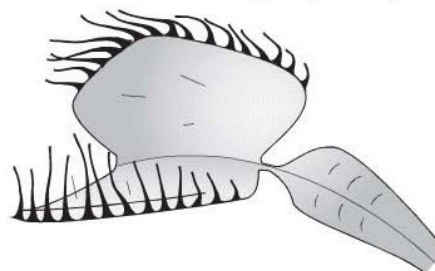
Performance Indicator: 3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

80. What is the organizational structure of this passage?

- ☐ A cause-effect
- ☐ B problem-solution
- ☐ C chronological order
- ☐ D order of importance

Performance Indicator: 3002.6.2 Use the graphics of informational and technical passages to answer questions.

81. What does the drawing help clarify?



- ☐ A how the Venus flytrap's stem looks
- ☐ B why the Venus flytrap is attractive to its prey
- ☐ C why the Venus flytrap is called an active trap
- ☐ D how the Venus flytrap's blades can hold its prey

Reporting Category: Writing and Research Numbers 82 through 83

Performance Indicator: 3002.4.6 Identify information that must be cited or attributed within a writing sample.

82. Read this quotation from the passage.

"As many as thirteen species of carnivorous plants have been found in a single bog."

Which information should be included with the quotation?

- ☐ A a reference with information on the source of the quotation
- ☐ B the name of the person who stated the fact in the quotation
- ☐ C the page number of the source of the quotation
- ☐ D the publication date of the source of the quotation

Performance Indicator: 3002.4.4 Evaluate the validity of Web pages as sources of information.

83. Which Web site would be the best source of further information about how carnivorous plants trap their prey?

- ☐ A www.lifeinabog.net
- ☐ B www.naturalpredators.com
- ☐ C www.biology.org/predator_plants
- ☐ D www.botanicalgarden.gov.what_plants_need

Reporting Category: Language

Numbers 84 through 84

Performance Indicator: 3002.1.6 Use commas to set off nonessential elements in a sentence.

84.

Which sentence uses commas correctly?

- ☐ A My baby brother raising, the ball over his head, ran barefoot through the grass.
- ☐ B Derek, while, standing in the checkout line realized that he had forgotten the milk.
- ☐ C The mystery novel, that I found at the library, is the one I have been wanting to read.
- ☐ D A helmet, which I have always worn while bicycling, is now legally required in our town.

Reporting Category: Writing and Research

Numbers 85 through 85

Performance Indicator: 3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

85.

Read this sentence from the draft of a passage about an exciting experience.

As the children gazed up at the sky in anticipation of the Fourth of July fireworks display, they suddenly heard a loud noise.

In place of noise, which word would make the sentence more powerful?

- ☐ **A** sound
- ☐ **B** racket
- ☐ **C** clamor
- ☐ **D** explosion

Reporting Category: Language

Numbers 86 through 87

Performance Indicator: 3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).

86.

Which sentence uses coarse or course correctly?

- ☐ **A** There seemed to be no clear course of action.
- ☐ **B** We had to wait until the illness ran its coarse.
- ☐ **C** The simple dresses were made of course fabric.
- ☐ **D** Six athletes followed the race coarse around the park.

Performance Indicator: 3002.1.17 Identify commonly used foreign words and phrases (i.e., *RSVP*, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*, *prima donna*, *avant-garde*, *status quo*, *joie de vivre*, *carte blanche*, *caveat emptor*, *alpha and omega*, *tabula rasa*, *hoi polloi*, *ad nauseam*, *carpe diem*, *tempus fugit*, *c'est la vie*, *bona fide*, *savoir faire*, *non sequitur*, *id est*, *enfant terrible*, *terra firma*, *vox populi*).

87.

Read the sentences.

Jillian is one of those girls who just seem to love life. Nothing ever seems to get her down, and she can always see the positive side of any situation.

According to the sentences, which quality does Jillian exhibit?

- ☐ A *déjà vu*
- ☐ B *cum laude*
- ☐ C *ad nauseam*
- ☐ D *joie de vivre*

Reporting Category: Communication and Media

Numbers 88 through 88

Performance Indicator: 3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).

88.

Read this brief speech.

Ladies and Gentlemen of the Twin Hills Interview Committee: While both of the candidates would be excellent math teachers, through our interviews I have found that Mr. Jenkins has more experience with high school students. Conversely, most of Mr. Osborne's experience is with junior high students. I feel that Mr. Jenkins has a good relationship with his students, but Mr. Osborne can better help them excel in algebra. Although both candidates have strong qualities, I recommend that the school board offer the teaching position to Mr. Osborne.

Which structure is used to organize this speech?

- ☐ A theme-illustration
- ☐ B cause-effect
- ☐ C compare-contrast
- ☐ D proposition-support

Reporting Category: Logic

Numbers 89 through 89

Performance Indicator: 3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

89.

Which statement correctly draws a conclusion from the evidence?

- ☐ **A** If Soliel works on weekends until dark, and it is not dark, then Soliel should be working.
- ☐ **B** If Bethany is a student, and Bethany earns good grades, then Bethany has good teachers.
- ☐ **C** If Tian speaks more than one language, and Finnish is a language, then Tian speaks Finnish.
- ☐ **D** If Darrell is in the marching band, and all band members wear uniforms, then Darrell wears a uniform.

Reporting Category: Literature

Numbers 90 through 91

Performance Indicator: 3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).

90.

Read this excerpt from a poem.

Gardening with Jacob, Age 2

Winter wishes, summer dreams
All come true; for, with you,
I see new hope in planting bulbs
And scattering small seeds.

Which line in the excerpt contains internal rhyme?

- ☐ **A** Winter wishes, summer dreams
- ☐ **B** All come true; for, with you,
- ☐ **C** I see new hope in planting bulbs
- ☐ **D** And scattering small seeds.

Performance Indicator: 3002.8.2 Differentiate among verbal, situational, and dramatic irony.

91.

Read these lines from a movie script.

(Open with a view of a girl's bedroom containing a plethora of clothes strewn about and Heather holding two items to her while looking and standing in front of a mirror)

MOTHER: Glad to see you spent all that effort cleaning your room, honey.

HEATHER: Oh, Mom! I just don't know which outfit to wear to the party. How will everyone else be dressed? I simply can't be the only one wearing something unusual!

MOTHER: That would be tragic, sweetheart. *(walking toward the door)* I'm sure you'll look great.

HEATHER: Well, duh, Mom. *(rolling her eyes)* I'm just not sure how great to look.

Which type of irony, if any, does the mother use to show her true feelings about Heather's problem?

- ☐ **A** verbal irony
- ☐ **B** dramatic irony
- ☐ **C** situational irony
- ☐ **D** no irony

Reporting Category: Informational Text

Numbers 92 through 92

Performance Indicator: 3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

92.

Which graphic would be best for a microwave oven instruction manual?

- ☐ **A** color chips of available door finishes
- ☐ **B** order form for optional accessories
- ☐ **C** diagram of the control panel
- ☐ **D** map of local repair centers

Reporting Category: Communication and Media

Numbers 93 through 93

Performance Indicator: 3002.7.6 Infer the mood represented in a non-print medium.

93.

Look at this photograph.



Which word best describes the mood in the photograph?

- ☐ A playful
- ☐ B depressing
- ☐ C peaceful
- ☐ D foreboding

Form 2: English II ELSA

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
2	B	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).
3	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
4	D	3002.3.10 Identify a statement that reveals the writer's attitude.
5	B	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
6	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
7	B	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
8	A	3002.7.2 Select the type of conflict represented in a non-print medium.
9	C	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
10	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
11	A	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).

12	B	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
13	A	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
14	A	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
15	D	3002.3.7 Select the thesis statement in a writing sample or passage.
16	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
17	A	3002.5.14 Distinguish the strongest or weakest point of a given argument.
18	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
19	C	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
20	C	3002.5.10 Identify a false premise in text.
21	D	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
22	A	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
23	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
24	B	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
25	D	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.

26	C	3002.5.3 Evaluate text for fact and opinion.
27	D	3002.5.4 Analyze cause-effect relationships in text.
28	B	3002.5.1 Make inferences and draw conclusions based on evidence in text.
29	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
30	D	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
31	D	3002.3.7 Select the thesis statement in a writing sample or passage.
32	A	3002.3.14 Select the proper format to convey a set of work-related information.
33	A	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
34	C	3002.2.2 Distinguish between a summary and a paraphrase.
35	C	3002.6.2 Use the graphics of informational and technical passages to answer questions.
36	D	3002.2.1 Identify the thesis and main points of a challenging speech.
37	D	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
38	A	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
39	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
40	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
41	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).

42	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
43	A	3002.7.3 Choose a visual image that best reinforces a viewpoint.
44	C	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
45	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
46	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
47	C	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
48	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
49	D	3002.5.2 Choose a logical word to complete an analogy.
50	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
51	D	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
52	B	3002.7.6 Infer the mood represented in a non-print medium.
53	C	3002.7.1 Draw an inference from a non-print medium.
54	C	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
55	B	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
56	D	3002.3.12 Determine the writer's purpose in a writing sample.

57	B	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
58	D	3002.5.3 Evaluate text for fact and opinion.
59	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
60	B	3002.2.3 Distinguish between a critique and a summary.
61	D	3002.3.2 Choose the most effective order of sentences in a paragraph.
62	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
63	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
64	C	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
65	C	3002.5.14 Distinguish the strongest or weakest point of a given argument.
66	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
67	C	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
68	A	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
69	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
70	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

71	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
72	C	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
73	B	3002.8.14 Identify classical, historical, and literary allusions in context.
74	C	3002.8.8 Identify and analyze the common theme in a series of passages.
75	A	3002.3.16 Identify the mode in which a writing sample is written.
76	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.
77	A	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
78	C	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
79	D	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
80	B	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
81	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
82	A	3002.4.6 Identify information that must be cited or attributed within a writing sample.
83	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
84	D	3002.1.6 Use commas to set off nonessential elements in a sentence.
85	D	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

86	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
87	D	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).
88	C	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
89	C	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.
90	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
91	A	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
92	C	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.
93	C	3002.7.6 Infer the mood represented in a non-print medium.

Reporting Category 1: Language

Item Number	Correct Answer	Performance Indicator
1	A	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
2	B	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).
9	C	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
10	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
11	A	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).
22	A	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
23	B	3002.1.7 Correct a run-on sentence by using a comma and coordinating conjunction, subordinate conjunction, or semicolon.
25	D	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
30	D	3002.1.8 Recognize correct subject-verb agreement with intervening elements.
44	C	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
45	D	3002.1.12 Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

46	C	3002.1.16 Use a sample reference source to determine aspects of a given word (e.g., spelling, part of speech, definition, cognates, etymology, synonyms).
54	C	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
55	B	3002.1.9 Recognize a shift in either verb tense or point of view within a writing sample.
67	C	3002.1.4 Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments.
68	A	3002.1.5 Use commas correctly with appositives and introductory words, phrases, or clauses.
69	A	3002.1.11 Select correct pronoun-antecedent agreement using collective nouns or indefinite pronouns.
77	A	3002.1.3 Combine a set of simple sentences into a single compound or complex sentence.
78	C	3002.1.14 Use context clues and/or knowledge of roots, affixes, and cognates to determine the meaning of unfamiliar words.
84	D	3002.1.6 Use commas to set off nonessential elements in a sentence.
86	A	3002.1.13 Select the appropriate word in frequently confused pairs (i.e., to/too/two, their/there/they're, its/it's, your/you're, whose/who's, which/that/who, accept/except, affect/effect, between/among, capitol/capital, principal/principle, stationary/stationery, who/whom, allusion/illusion, complement/compliment, cite/site/sight, counsel/council, coarse/course, farther/further, lose/loose, fewer/less, advice/advise, precede/proceed, adapt/adopt, eminent/imminent, assure/ensure/insure).
87	D	3002.1.17 Identify commonly used foreign words and phrases (i.e., RSVP, <i>déjà vu</i> , <i>faux pas</i> , <i>du jour</i> , <i>bon voyage</i> , <i>alma mater</i> , <i>cum laude</i> , <i>femme fatale</i> , <i>esprit de corps</i> , <i>verbatim</i> , <i>E pluribus unum</i> , <i>prima donna</i> , <i>avant-garde</i> , <i>status quo</i> , <i>joie de vivre</i> , <i>carte blanche</i> , <i>caveat emptor</i> , <i>alpha and omega</i> , <i>tabula rasa</i> , <i>hoi polloi</i> , <i>ad nauseam</i> , <i>carpe diem</i> , <i>tempus fugit</i> , <i>c'est la vie</i> , <i>bona fide</i> , <i>savoir faire</i> , <i>non sequitur</i> , <i>id est</i> , <i>enfant terrible</i> , <i>terra firma</i> , <i>vox populi</i>).

Reporting Category 2: Writing and Research

Item Number	Correct Answer	Performance Indicator
4	D	3002.3.10 Identify a statement that reveals the writer's attitude.
12	B	3002.3.1 Proofread a passage for correct punctuation, mechanics, and usage.
15	D	3002.3.7 Select the thesis statement in a writing sample or passage.
24	B	3002.3.9 Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison-contrast, chronological).
29	C	3002.4.6 Identify information that must be cited or attributed within a writing sample.
31	D	3002.3.7 Select the thesis statement in a writing sample or passage.
32	A	3002.3.14 Select the proper format to convey a set of work-related information.
47	C	3002.3.5 Demonstrate the ability to combine a set of simple sentences into a longer, more interesting sentence.
48	C	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.
56	D	3002.3.12 Determine the writer's purpose in a writing sample.
59	C	3002.3.8 Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
61	D	3002.3.2 Choose the most effective order of sentences in a paragraph.
62	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.
70	B	3002.3.3 Choose the transitional device that appropriately connects sentences or paragraphs within a writing sample.

75	A	3002.3.16 Identify the mode in which a writing sample is written.
79	D	3002.3.13 Identify sentences that use effective parallelism within a writing sample.
82	A	3002.4.6 Identify information that must be cited or attributed within a writing sample.
83	C	3002.4.4 Evaluate the validity of Web pages as sources of information.
85	D	3002.3.15 Select the most precise word to provide clarity appropriate to audience and purpose.

Reporting Category 3: Communication and Media

Item Number	Correct Answer	Performance Indicator
8	A	3002.7.2 Select the type of conflict represented in a non-print medium.
13	A	3002.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gaining the floor in orderly, respectful ways and listen with civility to the ideas of others; identify the needs of the team and sharing various resources to respond to those needs; establishing clear group agreements and ensuring appropriate individual contributions are respected by the team).
34	C	3002.2.2 Distinguish between a summary and a paraphrase.
36	D	3002.2.1 Identify the thesis and main points of a challenging speech.
37	D	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
41	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
43	A	3002.7.3 Choose a visual image that best reinforces a viewpoint.
52	B	3002.7.6 Infer the mood represented in a non-print medium.
53	C	3002.7.1 Draw an inference from a non-print medium.
60	B	3002.2.3 Distinguish between a critique and a summary.
71	C	3002.2.5 Identify rhetorical devices used in a challenging speech (i.e., rhetorical questions, parallelism and repetition, analogies, hyperbole, metaphors, and similes).
72	C	3002.2.6 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).
76	D	3002.7.3 Choose a visual image that best reinforces a viewpoint.

88	C	3002.2.4 Discern the structure of a challenging speech (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
93	C	3002.7.6 Infer the mood represented in a non-print medium.

Reporting Category 4: Logic

Item Number	Correct Answer	Performance Indicator
16	A	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
17	A	3002.5.14 Distinguish the strongest or weakest point of a given argument.
18	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
19	C	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
20	C	3002.5.10 Identify a false premise in text.
21	D	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
26	C	3002.5.3 Evaluate text for fact and opinion.
27	D	3002.5.4 Analyze cause-effect relationships in text.
28	B	3002.5.1 Make inferences and draw conclusions based on evidence in text.
38	A	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.
39	D	3002.5.7 Differentiate between the stated and implied evidence of a given argument.
40	D	3002.5.12 Select an additional sentence to add to an argument within a persuasive text.
42	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
49	D	3002.5.2 Choose a logical word to complete an analogy.
57	B	3002.5.11 Identify the main claim, premise(s), evidence, or conclusion of a given argument.

58	D	3002.5.3 Evaluate text for fact and opinion.
63	A	3002.5.5 Select the persuasive device (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal, misuse of statistics, transfer).
64	C	3002.5.6 Identify the logical fallacy (i.e., appeal to fear, personal attack { <i>ad hominem</i> }, false dilemma, false analogy, slippery slope, <i>non sequitur</i> , false authority) within a given argument.
65	C	3002.5.14 Distinguish the strongest or weakest point of a given argument.
66	B	3002.5.13 Select a rebuttal statement that best refutes the writer's viewpoint.
89	C	3002.5.8 Determine whether a given argument employs deductive or inductive reasoning.

Reporting Category 5: Informational Text

Item Number	Correct Answer	Performance Indicator
33	A	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
35	C	3002.6.2 Use the graphics of informational and technical passages to answer questions.
80	B	3002.6.4 Identify the organizational structure of an informational or technical text (e.g., sequential, problem-solution, comparison-contrast, cause-effect).
81	D	3002.6.2 Use the graphics of informational and technical passages to answer questions.
92	C	3002.6.3 Determine the appropriateness of a graphic used to support an informational or technical passage.

Reporting Category 6: Literature

Item Number	Correct Answer	Performance Indicator
3	D	3002.8.13 Identify and analyze standard literary elements (i.e., allegory, parable, paradox, parody, satire, foreshadowing, flashback).
5	B	3002.8.4 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).
6	B	3002.8.2 Differentiate among verbal, situational, and dramatic irony.
7	B	3002.8.16 Analyze how form relates to meaning (e.g., compare a poem and a newspaper on the same theme or topic).
14	A	3002.8.7 Determine the impact of setting on literary elements (i.e., plot, character, theme, tone).
50	D	3002.8.15 Identify and analyze basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).
51	D	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
73	B	3002.8.14 Identify classical, historical, and literary allusions in context.
74	C	3002.8.8 Identify and analyze the common theme in a series of passages.
90	B	3002.8.9 Demonstrate knowledge of sound and metric devices (i.e., rhyme {internal, slant}, rhythm, blank verse, free verse, repetition, alliteration, onomatopoeia).
91	A	3002.8.2 Differentiate among verbal, situational, and dramatic irony.